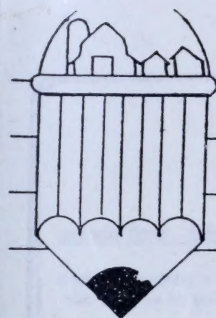


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CANADIANA

MAR - 2 1992



# Agriculture in the Classroom

SPRING 1989

## Free & Easy Resources

Order from  
**AGRICULTURE IN THE CLASSROOM**

2nd Floor 7000 - 113 Street  
Edmonton, Alberta T6H 5T6  
Phone: 427 - 2402

### TEACHER HANDBOOKS

Agriculture and Me Series Grades 1,2,3.

Pride in Alberta Series Grades 4,5,6.

Space Age Agriculture Series Science

Grades 7,8,9. Social Studies Grades 7,8,9.

Business of Agriculture Series Career and Life  
Management 20 Grade 11. Science 10,20,30.

These Alberta based resources contain complete lesson plans including background resources for the teachers and students. They are developed to complement the new Alberta curriculum of studies in Science, Social Studies, Language Arts and Career and Life Management 20.

The revised editions are recommended resources from Alberta Education.

Note Agriculture and Me Handbooks Grades 1,2,3, are currently being reviewed and will be available for September 1989.

### POSTERS

Agriculture and Me,  
Pride in Alberta,  
Weather or Not Game,

*Elementary*

Career Connections  
The Agriculture Game

*Secondary*

### AUDIO VISUAL RESOURCES

Recommended for school use.

Available from

Alberta Agriculture  
Film Library  
Broadcast Media Branch  
Main Floor, 7000 - 113 Street  
Edmonton, Alberta T6H 5T6  
Phone: 427-2127

Oh Gully - Where is the Soil (16mm)  
Gone with the Wind - Too (Video)  
A Matter of Soil (16mm)  
The Life of a Honey Bee (16mm)  
Sun Changers (16mm)

### SPECIAL RESOURCES

Conservation Kit (Elem/Jr. High)  
Environment Views Booklet (Elem/Jr. High)  
Agriculture Calendar (Elementary)





# ACTIVITY IDEAS

## activity four DESIGN A HOME

If you are visiting a farm or event where children will see animals, this may be for you.

### **Purpose**

To stimulate interest and provide a focus for investigation of farm animal's habits and environmental needs.

### **Procedure**

1. Identify what farm animals may be visited on the tour.
2. Establish whether they are going to be in their usual home or just visiting, as in a fair exhibit.
3. Have students decide what needs the animals may have and what are some of their habits?
4. Construct a model or draw a picture of the animal homes required by each animal.
5. After the tour compare the pretrip animal homes with the ones the students visited.

## activity five TAKE A GOOD LOOK

Students will enjoy their tour experience if they possess good observation skills.

### **Purpose**

To practice observation skills.

### **Procedure**

1. Divide the class into three groups.

2. Give each group an observation task:

"A" buildings

"B" people or animals

"C" key landmarks

Students should use pencils and paper to record their observations.

3. Take a walking tour of the school vicinity and record observations.

4. Back in the classroom have the students in group "C" make a simple map large enough to cover part of a bulletin board, have group "B" make pictures or models of the people and animals and objects they observed, and have group "A" prepare pictures or models of the building.

5. Post the map on the wall. Place the objects including buildings etc on the map.

6. Finish the mural by adding more detail.

7. Are there any disagreements as to the placing of some features?

8. This strategy for observing the elements of a location may be used on the tour. The finished product will serve as a discussion paper for the class to review their fieldtrip experience.

9. How does the graphic presentation help students to observe and understand the tour site?

If you take a tour of agriculture you will see some interesting things! Because agriculture is so diverse, there is an endless list of things to see on tour. Most school children would enjoy a farm tour where they can see animals and large machinery. There are two things that should be kept in mind.

1. Farm animals are not usually pets. They are kept for production. While they are not wild, most of them are quite shy and not used to visitors. The farmer and the animals will appreciate visitors who talk in soft voices and are careful not to frighten the animals.

2. Farm machinery is large, powerful and dangerous. Children should be cautioned to listen to the tour guide's directions carefully - stay together and make sure that the operators of equipment know where you are.

Have fun. It will be a fine experience.

Brooks Horticulture Research Center  
offers Free school tours of the  
facility. Contact: Joyce Clarke  
362-3391



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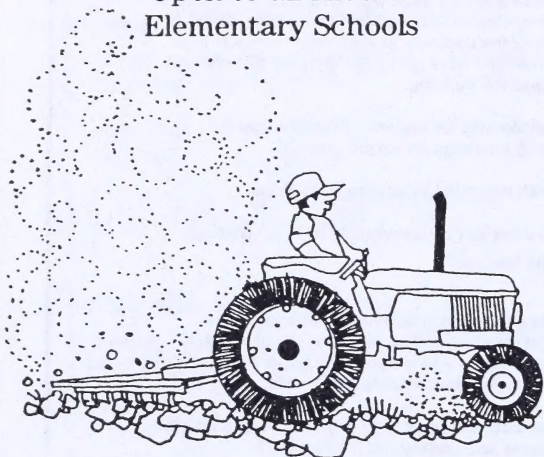
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362-3391



**National  
Soil Conservation Week**

# Poster Competition

Open to all Alberta  
Elementary Schools



★ Cash & Prizes

★ Commercial Publication

★ National Distribution

Contest rules are outlined in the  
1989 New Year's addition of  
Agriculture in the Classroom Newsletter  
or contact:

Betty Gabert  
Agriculture in the Classroom  
2nd floor, 7000-113 Street  
Edmonton, Alberta  
T6H 5T6

Sponsored by:

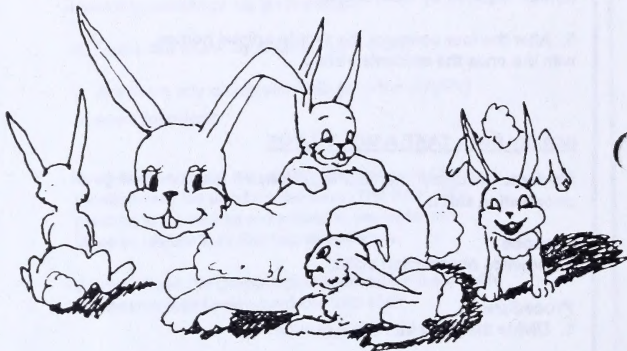
**Alberta**  
AGRICULTURE

## POSTER CONTEST

Take advantage of the opportunity to get involved  
and win prizes for your students.

Enter the National Conservation Poster Contest

Entry forms available from Agriculture in the  
classroom program.

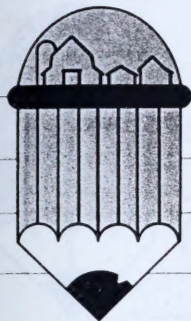


Member of Parliament "Now  
ladies and gentlemen, at  
this time I wish to tax  
your memories."

Fellow politician "Good-  
ness, why haven't we thought  
of that before?"

**Alberta**  
AGRICULTURE  
Agricultural  
Education  
Branch





## Agriculture in the Classroom

## Good News! *Summer is Coming!*

Summer 1989

Before you pack up your suntan lotion and head out for your well deserved vacation plan a mini agriculture project to celebrate **Farmers Day on Friday June 9th.**

How about one of these activities?

1. Visit an Agribusiness in your neighbourhood ie. a food store, a pet store, or a garden centre.
2. Set up a model calf and stage a roping competition.
3. Plan a bake sale.
4. Help plant bedding plants in the school yard.
5. Make vegetable animals in art class.
6. Interview a farmer.
7. Have an agriculture spelling bee.
8. Prepare an agriculture science fair project. ie. effects of fertilizer, soil conservation, farm power, production, processing and marketing flowchart for a product.
9. Trace a kernel of grain from a seed to a foreign country food dish.
10. Preform a skit using farm animals as characters.

**It's Fun! It's Education!**

### FREE & EASY FALL WORKSHOPS

Plan to have a **FREE & EASY Ag in the Classroom**  
Inservice Workshop at your school or PD Day this fall!

Sessions include:

- \* Hands-on Participation
- \* Free Resources
- \* Creative Ideas

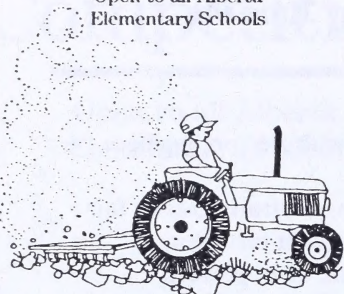




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T6H 5T6

Sponsored by:

**Alberta**  
AGRICULTURE



## ACTIVITY IDEA

### National Soil Conservation Week Poster Competition

**Purpose:**

1. To create a poster which appeals to all ages in particular children. For use nationally during National Soil Conservation Week.
2. To involve Alberta youth in a project which will have a definite impact on their future.
3. To raise the awareness of Alberta youth with respect to the potential problem of soil loss.
4. To give students an opportunity to win prizes and have their artwork published.

**Procedure:**

Collect the following materials:

1. Regular art supplies: pencils, crayons, paints & rulers.
2. Paper size required: 18" x 24". Scratch paper for rough work.

**Introduction:**

1. Using the resources provided lead a class discussion about the problems of soil loss through erosion. Make sure that students are aware of the two main forms of erosion agents Wind and Water. Conservation practices should be highlighted so that students understand that there are solutions to the problem.

Their role is to be positive.  
We have a problem - but  
There is an answer.

"Let's encourage soil conservation practices so we all can benefit."

Generating Ideas ... Brainstorm for ideas  
- identify key points on the board.

**The Activity:**

1. Divide class into working groups.
2. Have each group produce a rough draft of an idea.
3. Review rough drafts and decide on medium to be used in the final art work.

**The Result:**

**THE POSTER!!!**

1. Completed on 18" x 24" paper.
2. Full color.
3. Contains no more than one 10 word sentence.
4. Sign the poster on the back.  
Give names - school and school address.

**Judging:**

The basis for judging will be as follows:

1. Originality.
2. Creativity.
3. Uniqueness.
4. Overall appearance.

Judging panel will include:

1. Two people from Ag in the Classroom.
2. Two people from the Conservation Branch.
3. One person from Rural Education Development Association.
4. One art teacher.

**Send us your posters:**

1. Use a mailing tube.
2. Deadline Postdated June 30 - 1989.
3. Mailing Address:  
Rural Education Development Association  
14815 - 119 Avenue  
Edmonton, Alberta  
T5L 2N9

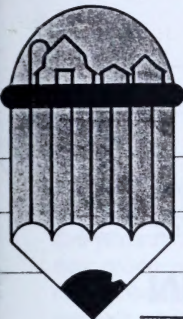
**The Rewards:**

1. Winners will be published in the fall Ag in the Classroom Newsletter.
2. Prizes are: First place \$50.00  
25 second place \$10.00 each.  
- Money will be forwarded to the artists in care of their school.
3. National publication of the winning poster.
4. Second place winners will be used as an illustration for a soil conservation resource.

HAVE FUN!!!!

Watch for the Fall Newsletter.  
It will be filled with a listing of  
resources that are sure to help  
with your teaching plans!





# Agriculture in the Classroom

## The Agriculture Newsletter for Teachers

FALL EDITION 1989

# NATIONAL AG IN THE CLASSROOM CONFERENCE

## Alberta well on its way to an agriculturally literate generation.

Enthusiasm and Energy were the key ingredients of the U.S. National Ag In The Classroom Conference held in Washington, D.C. in June, 1989. Ag awareness is definitely "IN" in North America. I was one of the twenty Canadian representatives at this exciting conference. We shared ideas, achievements, frustrations and hopes over a period of 3 days and I must say that hope and ideas came out the big winners for Alberta. Our comprehensive program reflects the goals and ideals set out in North America generally. We are well on our way to an agriculturally literate generation.

The first evening displays were set up in a large reception hall. Delegates leisurely munched cheese and hors d'oeuvres and sipped wine while

they viewed the wide range of programs as the conference began to come to life. The main event, exchanging ideas and strategies, had begun. It was exciting to see the variety of materials that have been developed by members of the agriculture community for classroom use. There is a definite commitment on behalf of the industry, government agencies and educational institutions to bring the real, today story about agriculture to the attention of the school children. Increased awareness today for informed decisions tomorrow is the primary objective of the whole Ag In The Classroom movement.

For the next two days, after the sharing of exhibits, I was involved in a variety of information gathering sessions, from panel discussions to round

table discussions on a variety of issues related to ag in the classroom.

I was especially interested in the strategies other people had employed in Adopt a Classroom, Teacher In-servicing and Courses for Credit through universities. The special sessions provided some insight in these areas and the results of the research will translate to more diversified agriculture awareness programs for Alberta teachers.

The convention passed like a flash leaving a residue of good feelings about the future of Ag In The Classroom. I look forward to maintaining contacts with many Ag In The Classroom representatives in North America.

- Betty Gabert

## FIGHTING FOR A SHARE OF YOUR STOMACH

Eating Trends of the 80's

INSIDE THIS ISSUE	
HANGIN' IN - reduce your stress	Page 2
NEW FROM A.I.T.C.	Page 2
TEACHER TALK - news from the classroom	Page 3



Revolutions, by definition, are a complete change marked by upside down turns and forcible action. One of today's most intense revolutionary battlegrounds is found not in a foreign jungle or street, but in North American stomachs.

The battle is being waged by food marketers in Canada and the United States for the minds and stomachs of consumers says a Calgary market researcher and consultant.

The numbers of battle casualties are evidence of the size of the war. cont'd on page 3



# New Lessons from A.I.T.C.

## To Order

Please use the order form on Page 4 of this newsletter.

## DIVISION I

1. The Agricultural Rainbow - Students develop a collage of agricultural images organized by the color bands of the rainbow.

\*c.c. *Division I Language Arts; Grade 4 Social Studies and Science.*

2. What Is Wrong With This Picture?

- Students identify ten mistakes included in a drawing of a farm scene.

\*c.c. *Grade 1 Language Arts.*

3. What Am I? - Students solve riddles that identify pictures of agricultural items.

\*c.c. *Grade 1 Language Arts.*

4. Building An Agrimobile - Students construct one of a selection of mobiles illustrating one sector of agriculture.

\*c.c. *Grade 1 Language Arts.*

5. Classifying Seeds - Students separate seeds from pebbles, test their classification system, and separate seeds into sub-categories.

\*c.c. *Division I Science.*

## DIVISION II

1. Working the Marvelous Megamachine - Students view a video about grain exports and transportation in western Canada, then act out the roles of people involved in this process.

\*c.c. *Grade 4 Social Studies; Topic C.*

2. Part B: Working the Marvelous Megamachine - Students role play the way that benefits from national transportation links spread through communities.

\*c.c. *Grade 4 Social Studies; Topic C.*

3. Start a Store - Students choose the merchandise they would need to carry as owners of a rural department store.

\*c.c. *Grade 4 Social Studies; Topic B.*

4. Minding the Store - Students act out the roles of customer, store owner and wholesale supplier for an agriculture-based town.

\*c.c. *Grade 4 Social Studies; Topic B.*

## DIVISION III

1. How Much Food For Plants? - Students calculate the amounts of various commercial and non-commercial fertilizers needed to supply nutrients for crops.

\*c.c. *Grade 8 Science; Topic 5.*

2. Where Did You Get That? - Based on viewing a videotape, students convert a mass of oral and visual information into a simplified flow diagram.

\*c.c. *Grade 8 Science; Topic 5, Topic 6.*

3. Wormranch I - Students establish and monitor a soil vivarium stocked with earthworms, then draw conclusions about how earthworms influence soil fertility.

\*c.c. *Grade 8 Science; Topic 6.*

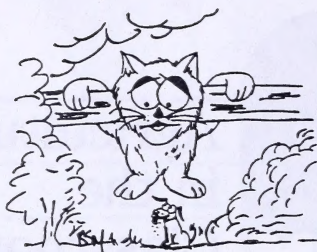
4. Wormranch II - Students conduct an experiment to investigate how earthworm activity affects the movement of water through the soil.

\*c.c. denotes Curriculum Connection

## UPDATED RESOURCE LIST

An extensive list of Alberta resources for classroom use. Contributors include a variety of Agricultural Agencies and the Department of Agriculture.

Order through the A.I.T.C. Program - also on order form - page 4.



## HANGIN' IN

The tension is mounting. Sweat beads from your face. How were you to know that some day, in your teaching career, a student would ask, "Just how does the psychological make-up of a goldfish differ with that of a frog?" You can't remember ever taking Goldfish Behaviour 301! How were you to know that you would be marking 70 exams on the same night as your mother's, niece's, son's wedding? You can't even remember your mother's, niece's son! What now?

Recognizing stress in a teacher's daily routine is not a hard task. Being able to cope with it is another story. Your ability to be a fantastic teacher often rides on your success in coping with stress at work and at home.

There are three management strategies for dealing with stress. The first is self-management. Regular exercise, balanced nutritional habits, relaxation and personal time management are all super ways to combat stress. Take time out to organize and live a healthy lifestyle.

The next strategy is to develop and use support systems. Recognize your present sources of support, identify your needs for support and plan actively to improve these key relationships. Support from others is a vital ingredient to a sound mind and happy lifestyle.

The last basic management strategy is to improve your organizational skills. Diagnose the sources of stress and develop alternatives for reducing unnecessary stress. Just ask yourself, "What will this matter 10 years from now?"

So the next time your student asks one of those ridiculous, unbelievable questions, just RELAX. Your sanity's worth it!

- Roberta Mazurenko



## Your Stomach cont'd

Mike Heffering says about half of the products used today weren't invented five years ago. Between 10 and 12,000 new products are introduced on grocery shelves every year. Less than ten per cent of the new products survive their introduction.

The war for stomach share is waged on ten battle fronts he told food writers at a recent Eat Write seminar in Edmonton. The battle fronts trends reflect changing lifestyles and health consciousness of today's consumer.

One trend is "just say no", says Heffering. While many people associate "just say no" with drugs, it also has a food link. No calories, no fat, no salt, no MSG and no preservatives are among consumer concerns.

Another trend he identifies is "let's get juiced". Bottles waters and fruit juices have never been more popular, and he predicts tremendous growth in that trend in Canada. "

"The 'workout and pigout' syndrome show how consumers adapt nutrition and health issues to their lifestyles," he says. The simple translation is: "The more I workout, the more I can eat".

The syndrome also shows signs of people moving towards self indulgent foods, he says. While people eat more healthily, they occasionally like to treat themselves for their good behaviour.

A competitive high pressure society has created the "eat to win" trend. Diet is seen as helping in a competitive environment with people eating anti-stress and high energy foods.

Variety and choice demands have contributed to what Heffering calls the "eat right but take smaller bites" trend. More food companies are manufacturing single serving portions.

Demand for convenience had fuelled the "ready to eat-take me home" trend says Heffering. Dual income homes have been a factor in the movement towards convenience. New products have premixed sauces, boiling bags or are ready for the microwave.

One offshoot of the trend is the weekend gourmet. Cooking is hurried through the week, but on weekends time is taken to prepare and try something different.

A rise in ethnic food sections in grocery stores is part of the "put some spice in my life" trend. Heffering says Canadians have shown an interest and a willingness to explore new foods. Their interest has given a market to small specialty stores as well as specialized sections in larger stores.

"Where's the beef" once was rally cry for hamburgers, now it's the trend of people backing away from red meat. However, Heffering, says there is still a hard core group of red meat eaters.

Children have always played with their food and that is the focus of another trends. Bite sized, character based foods are two ways food is made fun.

Finally, the buck has to stop somewhere. Despite two-incomes, real purchasing power has decreased says Heffering. The seller has offered more promotions, specials and generic brands. Attempts have been made to make shopping more entertaining.

Heffering is president of the Heffering Research Group. He is also an adjunct professor of marketing at the University of Calgary.

*Alberta Agriculture Agri-News  
July 10, 1989*

## TEACHER TALK

### An Animals Home is A River

A river is more than water. It's an animals home. It is also a life giving substance that we can't live without.

A river is a place where animals live. Such as fish, frogs, beavers, muskrats, tadpoles and turtles.

A river feeds plants, soil, and human beings nutrients. Our river gives plants nutrients to grow. So without water we couldn't live because without water there's not plants and without plants there would be no oxygen. Without oxygen we wouldn't live we would die.

Therefore water is more than water its a life giving substance. Then without water we couldn't live.

*Corbet Kratko Vegreville, Alberta*

### National Soil Conservation Poster Competition

We are happy to announce that we received 274 entries in our competition. Special thanks to the students and teachers for their participation. Prejudging has been completed and the final selections will be made by a judging panel in September. Winning entrants will receive their awards by the end of October. We will publish the winners names in our Christmas issue. The entries we received are excellent and we look forward to using the winning posters in our program.





# ENRICHMENT STRATEGIES

## LOOK IN THE BOOK

These activities can be found in your Ag In The Classroom teacher handbooks. You should have these books in your school.

### AGRICULTURE & ME

Grade 1 Unit 1 Threshing

Grade 2 Activity 23 Farmer for a Day

Grade 3 Activity 38 Making a Corn Dolly

### PRIDE IN ALBERTA

Grade 4 Activity 1 Latest and the Greatest

Grade 5 Activity 14 Learning the Language

Grade 6 Activity 21 Weather or Not Game

### SPACE AGE AGRICULTURE

Grade 8 Science Activity 6 Consumer Report

Grade 9 Social Studies Activity 16 The World Trading Game

At the beginning of the year it is always a challenge to establish "the ground rules" while offering some diverse lesson structures to the students. It is important to capture students enthusiasm and imagination early in the year in order to have them do their best work in the following months.

A suggestion for initiating self directed learning and for purposes of evaluation of the readiness and preferred learning styles of new students is to prepare a short optional unit.

The first task should be straight forward and require less than two periods to complete. Offer students the choice of working on the assignment as individuals or in pairs and offer them the choice of a variety of tasks. The choice they make will indicate how they prefer to work. Have the students work on a point system so that simple tasks and more complex tasks can be assigned different values; the object being to accumulate a set number of points.

The evaluation of this exercise (assuming the tasks are complete and correct) will be a straight pass or fail.

When students are expected to continue working on a task until it meets your standards, they will learn what those are without the risk of misunderstanding the assignment. Hopefully an exercise like this will help to set the stage for productive independent study.

Examples of the variety of learning processes and their values at different levels may be:

- |          |  |
|----------|--|
| 1 Point  | matching<br>locating<br>listing        |
| 2 Points | predict<br>paraphrase<br>give examples |
| 3 Points | construct<br>draw<br>demonstrate       |
| 4 Points | classify<br>compare<br>contrast        |
| 5 Points | invent<br>role play<br>create          |
| 6 Points | debate<br>recommend<br>rank            |



#### Agriculture In The Classroom Newsletter

**PURPOSE:** To provide Alberta educators with a networking tool containing current information on the agriculture industry and related resources that are available for classroom use.

**EDITOR:** Betty Gabert

**CONTRIBUTORS:** Cole Pederson  
Teachers & Students

**PRODUCTION:** Cindy Dixon June Gingras

Ag In The Classroom Program  
2nd Floor, 7000 - 113 Street  
Edmonton, Alberta  
T6H 5T6

403-427-2402

## ORDER FORM

Name \_\_\_\_\_  
School Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Division I \_\_\_\_\_  
Division II \_\_\_\_\_  
Division III \_\_\_\_\_  
Division IV \_\_\_\_\_  
School Set \_\_\_\_\_  
Yearly Subscription \_\_\_\_\_  
Resource List \_\_\_\_\_

## LESSON NUMBERS





# Agriculture in the Classroom

*The Agriculture Newsletter  
for Teachers*

**CHRISTMAS EDITION 1989**

## FULL SCHOLARSHIP AVAILABLE TO ALBERTA TEACHERS

**UFA sponsors scholarships to Ag in the Classroom project.**

An Alberta agri-business will provide scholarships for teachers taking an agriculture awareness course during the next four years.

Each summer, United Farmers of Alberta (UFA) will provide \$15,000 towards scholarship funding for up to 30 teachers to attend the Summer Agriculture Institute, a full-credit, fourth-year, university level course. The Institute will be held at Lethbridge Community College and will be credited by the University of Lethbridge in 1990.

"While agriculture is a critical industry in our economy, directly and indirectly creating one-third of all jobs in Alberta, many people tend to take it for granted. We fully support Alberta Agriculture's efforts to open the eyes of urban and rural

youth to a very vital industry and we're proud to be part of the Summer Agriculture Institute program," says UFA president Howard Haney.

"We are very pleased and excited about the support UFA has shown for the Summer Agriculture Institute. It's the first program of its kind in Canada and we believe it will play a critical leadership role in creating greater agricultural awareness," says Shirley McClellan, Associate Agriculture Minister.

Alberta's Agriculture in the Classroom Program is designed to help teachers incorporate agricultural awareness in school curriculums through the use of prepared lesson plans and resources. The Institute is a cooperative venture between the University of Lethbr-

idge, Lethbridge Community College, the Ag in the Classroom Program and United Farmers of Alberta Cooperative. Each partner will be contributing organizational and resource support for the institute. The class assignments, lesson plans with an agriculture awareness theme, will be published by the Ag in the Classroom Program for the benefit of all Alberta teachers.

At the ten-day Institute course, teachers will explore the diversity of Alberta's agriculture industry through expert guest speakers, agriculture tours, and a stay with a farm family. Agricultural production, processing, marketing and research and development will all be highlighted.

This hands-on learning is to be combined with practical curriculum  
cont'd on page 2

## TINY TV CAMERA SPIES ON PLANT ROOTS

**Custom Ordered Root Systems**

INSIDE THIS ISSUE	
NEW FROM AITC	Page 2
POSTER COMPETITION WINNERS	Page 3
TEACHER TALK - news from the classroom	Page 3
LOOK IN THE BOOK	Page 4



It may not have the beat of a rock video, but a tiny TV camera is producing "root videos" that are becoming a hit with scientists who study the effects of drought on plants. Now in use by USDA's Agriculture Research Service, the new system is revolutionizing the way scientists learn about plant development.

In the past, scientists could study a plant's root system in one of two ways - by digging it up or by peering through the glass of a room-sized cellar called a rhizotron.

cont'd on page 3



## New Lessons from A.I.T.C.

### To Order

*Please use the order form on Page 4 of this newsletter.*

#### DIVISION I

**1. Slip Me Some Skin** - Students observe, measure and consider questions about variations in the coverings of several food products.

*\*c.c. Language Arts, Science.*

**2. What's My Line** - Students derive a definition of "pet" and "agricultural animal" based on descriptions of several animals' lives and interactions with people.

*\*c.c. Grade 3 Language Arts.*

**3. Off to a Good Start** - Students see first-year preventative health calendars for various farm animals and compare these to the immunization and health check ups given human children.

*\*c.c. Division I Language Arts, Health.*

**4. Farming For Favorite Foods** - Each student chooses his/her favorite food and draws a picture of the main farm product that is in it. Students then combine their drawings into a collage illustrating the ideal farm for their class.

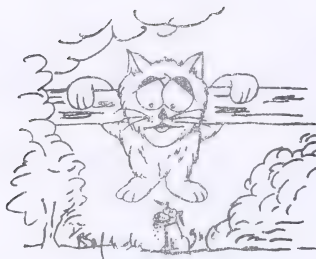
*\*c.c. Grade 2 Language Arts, Art.*

**5. Grow a Snack** - Students plant and grow seeds of several vegetables then monitor the time each takes to produce a snack.

*\*c.c. Division One Science, Language Arts.*

**6. What is This Animal?** - Given a set of farm animal pictures, students develop an identification key that classifies them by successive divisions into two groups.

*\*c.c. Division One Science.*



## HANGIN' IN

She was only a rancher's daughter  
but all the horsemen knew her.

#### Division II

**1. Getting Warm, Keeping Cool** - Students derive an alternate method of warming or cooling air and compare their design to an established system.

*\*c.c. Division Two Science  
Energy Resources and  
Conservation.*

**2. Touring the Barns of Time** - Students perform a radio play that reviews what the history of the horse as an agricultural animal in Alberta reveals about patterns of work and leisure in Alberta.

*\*c.c. Grade 4 Social Studies.*

**3. So How is Everybody?** - Students read stories about how livestock producers check their herds or flocks for general health, and derive a set of visual checks for monitoring their class.

*\*c.c. Division Two Science,  
Grade 5 Language Arts.*

**4. 'Tis the Season** - Students make a list of family traditions for Christmas (or any holiday), identify traditions that are based on food or agriculture and determine what is the nearest place where each food can be produced.

*\*c.c. Grade 6 Social Studies.*

**5. Once Upon a Time** - Students list all the fables and fairy tales they know that use farm animals as characters, then choose a new animal and invent a fable.

*\*c.c. Grade 4 Language Arts.*

*\*c.c. denotes Curriculum Connection*

## U.F.A. Scholarship cont'd

development that the teachers can take back to their classrooms. Participants will also receive valuable instructional resource material and make contacts in the agriculture industry to help them set-up future school visits and tours.

"Both teachers with urban backgrounds and those with rural backgrounds are encouraged to apply for Summer Agriculture Institute scholarships. We're particularly seeking people prepared to take leadership roles in their community and to do professional development work with their colleagues," says Betty Gabert, co-ordinator of the Ag in the Classroom project.

Practicing Alberta teachers at all grade levels and fourth-year education students will be eligible to attend the Institute.

Brochures providing details on the program will be sent to boards of education and schools across the province during the fall. There will be a spring application deadline.

The Summer Agriculture Institute will move to a new location in the province each year. After a first stop in Lethbridge, the Institute will move on to agricultural colleges in Olds, Vermilion and Fairview.

The Ag in the Classroom program provides an awareness of the agriculture industry to Alberta students and teachers. While highlighting the importance of agriculture in Alberta, the program also demonstrates the diverse career opportunities available in the industry.

For more information about either the Summer Agriculture Institute or the Ag in the Classroom program, contact Betty Gabert at 2nd Floor, 7000 - 113 Street, Edmonton, Alberta, T6H 5T6 or call 427-2403.



## POSTER COMPETITION WINNERS!

Winners have been selected in the National Soil Conservation Poster Competition. Awards and prizes have been mailed to the successful entrants. It was a demanding task to select 26 posters from the 274 entries. We wish to thank the teachers for entering their students work by sending a Soil Conservation Slide and Script set to each of the participating schools.

And Here are the Winners

### 1ST PLACE

- Melissa Sara Hofer  
Star Ridge School

### RUNNER-UP WINNERS

- Sunita Chacko  
Willingdon School
- Jennifer Christenson  
Round Hill School
- Matilda Hofer  
Star Ridge School
- Christian Hofer  
Star Ridge School
- Katie McCloy  
Grandview Elementary
- Michael Mertz  
Vital Grandin School
- Kathryn Steeves  
Meeting Creek School
- Pat Dawbin  
Meeting Creek School
- Tyson Persson  
Gwynne School

- Erin Hay  
Gwynne School
- Elizabeth Emberly  
Vital Grandin School
- Kenten Bowick  
Round Hill School
- Paul Albert Hofer  
Star Ridge School
- David Wipf  
Warburg Colony School
- Diana Karri  
Grace Shepherd School
- Levi Paul Hofer  
Star Ridge School
- Jacob Hofer  
Star Ridge School
- Richelle Grass  
Herald School
- Aryan Resch  
Herald School
- Chris Drak  
Riverview Elem/Jr. High
- Stephen Nieman  
Herald School
- Dacia Dellezay, Heather Baker,  
Rochelle Feth, Amber Dennis  
J.E. Lapointe School
- Unknown Name  
Herald School
- Unknown Name  
Herald School
- Jolene Shute  
Vital Grandin School

The first place poster will be reproduced and distributed to school children to support Soil Conservation Awareness.

The 25 Runner-up posters will form the visual component of a resource kit on this most important topic. These resources will be developed and ready for distribution to Alberta Schools in September, 1990.

Thanks again for the great entries. All Alberta elementary schools will benefit from your efforts.



## TV Camera cont'd

But the new portable video system, named a minirhizotron, makes it possible to see how a plant's roots develop over an entire growing season. A clear plastic tube is inserted into the ground. Then scientists attach a pocket-sized color video camera to a pipe and lower it through the tube. From above, they watch the roots on a TV monitor.

Eventually, the research should make it possible for plant breeders to custom-order root systems. That in turn would allow for development of crops that tolerate drought and other stresses.

ARS researchers are using minirhizotrons to study roots of crops as varied as corn, soybeans, and fruit trees in states such as Georgia, Illinois, Minnesota, North Dakota, Texas, and West Virginia. Other scientists are using the video cameras in Arkansas, California, Florida, and Michigan.

## TEACHER TALK

Ag in the Classroom is testing a new project in some urban classrooms. It is called Adopt a Classroom. We have chosen 4-H club members who have offered to correspond as pen pals with some grade 4 - 6 classrooms. The communication is expected to involve creative formats such as slides, audio tapes or care packages. Participating teachers will be provided with activity guidelines. We hope that the "Adopt a Classroom" pilot will lead to a bridging of the gap between the urban and rural life styles.

Assuming the pilot is successful a much broader program will be offered to interested classes of grade 4 - 6 urban students in September, 1990.

*United States  
Department of Agriculture  
Ag in the Classroom Notes  
July/August 1989 - Vol. 4, No.5*



## LOOK IN THE BOOK

Look in the book is a column which is intended to direct teachers to interesting lessons in the Ag in the Classroom handbook series. Most Alberta schools have these resources. If you can't find one in your school, extra copies can be ordered through Ag in the Classroom.

### AGRICULTURE & ME

Grade 3 Unit 7 "Rural Farming Communities"

Explore rural lifestyle in contrast to urban life style. Look at population density and community services. Have a box social. Children will appreciate the extent to which urban and rural communities are linked.

*Special Resource* - Now available from Access a video - "A Visit to a Rural Community" will support this unit.

### PRIDE IN ALBERTA

Grade 6 Lesson #23 "Natural Food Production"

Is it fact or propaganda? Much of the literature we read has a bias. Students should learn to recognize when they are reading opinions rather than facts. In this lesson students will debate an issue.

Grade 5 Lesson #10 "Our Heritage Our Future"

In this lesson students predict future trends in agriculture in Alberta.

*Special Resource* - Now available from Access a video - "Alberta - A Good Place for Agriculture" will provide excellent support for the Pride in Alberta series.

### SPACE AGE AGRICULTURE

Grade 8 Science "Consumer Report" Use an S.T.S. approach with this exciting lesson which allows students to analyse and evaluate food products with some product testing techniques. Put science in action!

## NEW FROM AG IN THE CLASSROOM!

### BUSINESS OF AGRICULTURE - SOCIAL STUDIES 10, 20, 30

Social Studies 10 Activity 1 "More to Trade Than Hockey Cards"

In this lesson students investigate the trade relationships between Canada and three of its trading partners.

**\*NOTE** If you don't already have this resource you can order it from Ag in the Classroom.

## ENRICHMENT STRATEGIES

Language Arts development can be creative and fun for both teachers and students. Skits and role playing allow students to work at their own level while practicing communication skills both verbal language and body language.

The project can be as simple or complex as the instructor desires. A quick way of introducing students to their acting skills is to prepare a series of action cards that describe simple activities. Divide the class into small groups and give each group, in turn, an action card. They should be given 5 minutes to prepare a dramatization of the action using props from the classroom when required. Have the class audience try to guess the action. The skits can be pantomime or oral - teacher or student choice.

A more complex version will involve the actual preparation of a short play including props, memorized lines and costumes. This may offer some variety to the Christmas Concert for the risk taking teachers.



### Agriculture In The Classroom Newsletter

**PURPOSE:** To provide Alberta educators with a networking tool containing current information on the agriculture industry and related resources that are available for classroom use.

**EDITOR:** Betty Gabert

**CONTRIBUTORS:** Cole Pederson  
Teachers & Students

**PRODUCTION:** June Gingras  
Ag In The Classroom Program  
2nd Floor, 7000 - 113 Street  
Edmonton, Alberta  
T6H 5T6 403-427-2402

## ORDER FORM

Name \_\_\_\_\_  
School Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
Province \_\_\_\_\_ Postal Code \_\_\_\_\_

## LESSON NUMBERS

Division I \_\_\_\_\_  
Division II \_\_\_\_\_  
Division III \_\_\_\_\_  
Division IV \_\_\_\_\_  
Yearly Subscription \_\_\_\_\_  
Resource List \_\_\_\_\_





## Agriculture in the Classroom

*The Agriculture Newsletter  
for Teachers*

**NEW YEAR'S EDITION 1990**

# SUMMER SESSION SCHOLARSHIP

First of its kind in Canada.

Ag in the Classroom is proud to offer teachers in Alberta the opportunity to take an all expense paid, full credit summer session course thanks to the financial support of United Farmers of Alberta Cooperative and the cooperation of the University of Lethbridge and Lethbridge Community College.

We have joined together and have designed a program similar to an institute offered in California. This exciting course includes a two day farm visit, many industry tours, free classroom resources and much more.

To apply for this course write to Ag in the Classroom for an application form. The successful candidates will be selected in May. We look forward to sharing this opportunity with you!

See you there.

*Betty Gabert*



## THE CHANGING FACE OF AGRICULTURE

### INSIDE THIS ISSUE

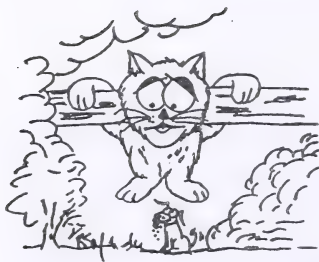
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- soil conservation lessons for 1990	



Are young people leaving farms to live in the city? Is the farm population aging as a result? What is happening to Canada's rural population? Figures from Statistics Canada paint an interesting picture.

For example, the farm population is declining by three per cent a year, but many people are staying in rural communities. In fact, the population in small communities has remained stable at about 24 per cent of the total Canadian population for more than 20 years.



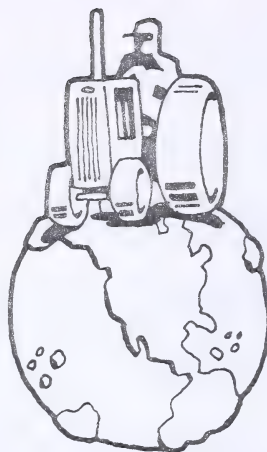


## HANGIN' IN

A little boy delivered a note to the principal's office. The principal thanked him and said, "You came from the kindergarten class, didn't you?"

"Yes," said the youngster. "And I came all by myself. I could have escaped!"

*Agnes MacKinnon*



## TEACHER TALK

### Soil Conservation Lessons Available for 1990

Watch for the new Soil Conservation Awareness packages which will be sent to your school for the 1990-91 academic year. This package includes a student resource book full of fun and exciting activities for Grades 4 to 6 as well as a teacher handbook containing background information, curriculum kit and reproducible student resources.

The student resource book will be developed around the winning posters received in the 1989 National Soil Conservation Week Poster Competition. The posters are the visual component of the lessons. Activities and a selection of "do at home" activities that explore soil conservation awareness complete the lessons.

These lessons are a must for your Ag In The Classroom program.



## Changing cont'd

Naturally, the farm population is following the trend of the general population in which average age is rising slowly as "baby boomers" get older. The average age of the farm population is currently 32 years compared with 30 years in 1971.

But farming isn't an aging, dying industry. Statistics show that young people are still opting for a career in agriculture. The proportion of producers under 35 has remained stable for 50 years at about 20 per cent.

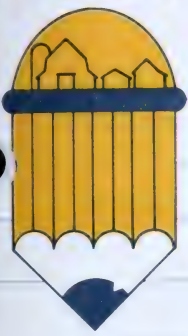
Younger producers aren't restricted to small, part-time farms. Producers under the age of 35 represent about 20 per cent of all operators but control 22 per cent of the farms with sales over \$100,000 and only 15 per cent of farms with sales under \$10,000.

"Farmers are spending more time concentrating on the financial side of the industry," says Wayne Jones, chief of the Farm Income and Finance Section at Agriculture Canada.

"It's considered just as important to understand balance sheets and cash flow statements as feed rations and chemical application rates."

Today's young farmers are also well-educated with more opting for courses in farm management. According to Stephen Olive, registrar at McGill University's MacDonald College, 80 per cent of the students in the school's diploma program have farm and rural backgrounds. The program's graduates generally go on to operate a farm of their own.





## Agriculture in the Classroom

## *The Agriculture Newsletter for Teachers*

**SPRING EDITION 1990**

# NATIONAL SOIL CONSERVATION WEEK 1990

Unlike a cyclone, an earthquake or a destroying fire, soil erosion and depletion produce a tragedy without being either noisy or colorful. Soil losses are generally unspectacular. It might be better if those losses were accompanied by sounds like thunder, or appearances resembling forest fires, to make people more aware of the costly misfortunes and inspire them to better efforts in arresting them.

The enemy is one that advances slowly, like a turtle going to a funeral, but nothing gives reason for human relaxation in the fight that must be won. Obedience to the challenge of soil preservation is akin to survival for the human family. It is

a matter of common sense; it is a matter of morals and it becomes more difficult to address all the time.

Left to herself, Mother Nature knew how to protect and care for soil, and as long as the planet's people numbered no more than a few million or a billion, the threats of soil destruction were relatively minor. But even then, humans with recklessness and greed in their character allowed good and productive soils of "Promised Land" quality to deteriorate to total emptiness, as travel in the Middle East will show.

Now, the problem is compounded immensely by a human family numbering more than five billions--soon to be six billions--to

say nothing of the world's wild races which as creature children of the same Maker, have as much claim to living space and food as I have. It should be easy to see how the additional millions of consumers, coming at accelerated rates, make the challenge of finding and keeping the needed productive soil a global priority of the highest order.

It was noted recently that the world's resources of arable land have fallen to about fourth-tenths of a hectare, or roughly one acre, for every man, woman and child depending upon it. But how

cont'd on page 2

## NATIONAL SOIL CONSERVATION WEEK 1990

### Poster Promotes Conservation

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If there is an Adopt-a-Classroom survey sheet with this newsletter I hope you will complete and return it.

Thank you.

Betty Gabert

While most of the rest of her Star Ridge School classmates were out checking a blue bird house project, Melissa Hofer had to stay behind and finish a poster for art class.

But she isn't angry she had to finish her project, because her poster was the winning entry in a National Soil Week Conservation poster competition.

Hofer's poster proclaims "save our soils". Her pictures show three ways of preventing soil erosion by planting grass, leaving stubble and

cont'd on page 3



## New from A.I.T.C.

Free from  
Ag in the Classroom

Order Now!

### Soil Conservation Kit #1

This is an excellent resource for classrooms who wish to explore the issues of soil loss.

This kit contains many of the fun articles from last year such as posters, placemats, bookmarks and dust bucks and has been expanded to include several major informational books for use as an activity resource.

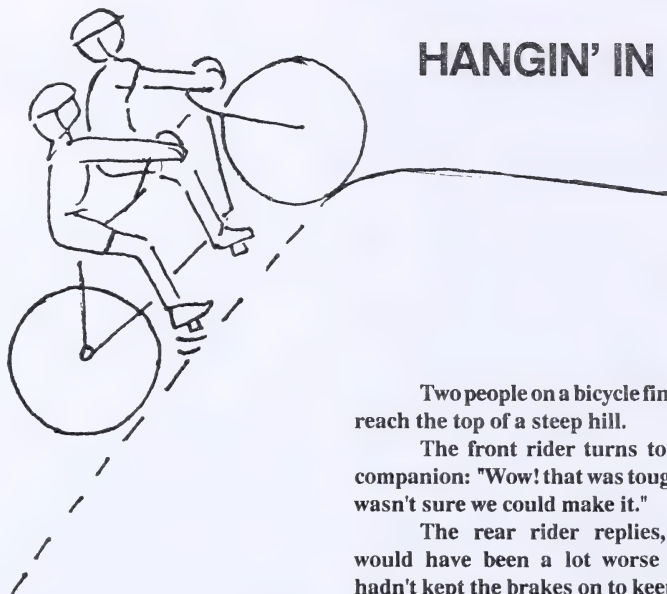
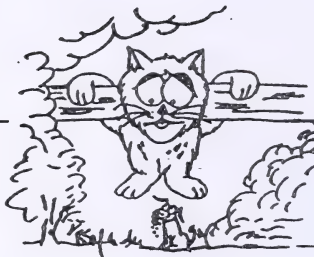
200 kits in stock

Ag in the Classroom  
Rm. 200, 7000 - 113 Street  
Edmonton, Alberta T6H 5T6  
Ph. 427-2402

### Soil Conservation Kit #2

The classroom kit designed to highlight the winning posters from the 1989 Soil Conservation Poster competition is in development stages and will be ready for distribution in September. Kits will include a class set of booklets and a teacher guide. One kit will be sent to all elementary schools in Alberta for the resource room or library. If you wish a kit for your own classroom use please order from Ag in the Classroom.

We, the staff at Ag in the Classroom apologize for being unable to fill the orders from the Christmas newsletter promptly. We have solved our production problems and hope that we will be forgiven and that we will be able to share our resources with you in the future.



Two people on a bicycle finally reach the top of a steep hill.

The front rider turns to his companion: "Wow! that was tough. I wasn't sure we could make it."

The rear rider replies, "It would have been a lot worse if I hadn't kept the brakes on to keep us from sliding backwards."

## SOIL CONSERVATION cont'd

much food security can humans obtain from one acre per person? That amount of average soil being cropped under average moisture conditions, should be able to produce all that is needed in the way of energy and filler. An acre of potatoes grown under moderately favorable conditions will yield more high-carbohydrate food that the average person needs to keep the midriff belt tight and banish hunger pangs, but it would not, short of very intensive ways of farming, furnish the food variety to ensure proper nutrition. It explains why so many people in the poorer and crowded countries have enough bulk and energy foods to keep them alive, but not enough protective foods to ensure against malnutrition or the so-called "hidden hungers".

Such imbalance grows steadily worse, and will grow still worse, as long as population continues to rise. It explains why Canada with a relatively small population, has a favorable diet and food to share with other parts. It shows, also, why Canada's arable soil--most of which is in the west--is the nation's most priceless resource, calling for the best possible effort to preserve its usefulness.

I shall always be thankful that I knew a certain Western farmer who, with spiritual zeal, tried always to live up to simple, but Godly, principle of working--regardless of profit--to leave his soil as rich and fruitful as when he settled on it. It wasn't easy, and wasn't always profitable, but he believed he achieved it and was happy.

by Grant MacEwan



## LOOK IN THE BOOK

Look in the book is a column which is intended to direct teachers to interesting lessons in the Ag in the Classroom handbook series. Most Alberta schools have these resources. If you can't find one in your school, extra copies can be ordered through Ag in the Classroom.

Especially designed for the Career and Life Management 20 teacher

The Business of Agriculture Career and Life Management handbook will help you to explore 1/3 of Alberta's career opportunities. This handbook was developed to support Theme D Careers and The World of Work.

We are very proud of the tremendous resource this handbook provides for students who are exploring

career possibilities. There are 127 different career profiles including information on working conditions, activities and education requirements.

Four creative lessons help students to take real steps towards career goal setting:

### Activity 1

**Oh ... just looking, thanks.**

Students use the extensive resource to survey the agriculture career market.

### Activity 2

**Can I try this one on for size?**

Students can role play responses to problems and their interaction with other workers.

### Activity 3

**Why don't you test drive a few?**

Students use a game board provided to trace effects of various education choices or long term career prospects.

### Activity 4

**This is the one for me!**

After stating a lifestyle or career goal students look at the "snakes and ladders" effect that attitudes and education can have on future plans. They create a path for the achievement of their stated goals.

Give this excellent resource a try. It is creative and complete!

## POSTER COMPETITION cont'd

using windbreaks. The poster is featured as the 1990 poster promoting the national awareness week across the Prairies.

She won \$50 for her efforts and was presented a framed poster by the Associate Minister of Agriculture Shirley McClellan when the minister

recently visited the school north of Botha. The poster will be hung in her bedroom, she says. The \$50 went to buying new clothes. She also received two books, one chronicles the history of soil and water conservation in the province.

## TEACHER TALK

### Summer Institute Update

Applications are coming in steadily. We are not overloaded yet. You still have time to take advantage of the scholarships sponsored by U.F.A. Co-op.

The organizational committee tells me that the institute will be based on a convention format which will allow for a very informal setting and hands on learning. See you there?

Look for your copy of the school poster.

### AGRICULTURE WEEK - MARCH 12 - 16, 1990 Classroom Agriculture Program

Once again there is an energetic agriculture organization involved in visiting classrooms throughout the province and sharing information about the agriculture industry. In this unique program students meet people involved in agriculture.

For more information contact:  
Mabel Hamilton, Innisfail - 224-2353  
or  
Joanne Lemke, Calgary - 275-4400

#### Agriculture in The Classroom Newsletter

**PURPOSE:** To provide Alberta educators with a networking tool containing current information on the agriculture industry and related resources that are available for classroom use.

**EDITOR:** Betty Gabert

**CONTRIBUTORS:** Grant MacEwan  
Alberta Cattle Commission

**PRODUCTION:** June Gingras  
Ag In The Classroom Program  
2nd Floor, 7000 - 113 Street  
Edmonton, Alberta  
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# ENRICHMENT ACTIVITY

## ACTIVITY IDEA

### EXPLORING SOIL LOSS

#### BACKGROUND -- For the Teacher

The lead articles in this newsletter are included in order to raise your awareness about the 'real' problem of soil loss. It is one of agriculture's greatest global concerns and is certainly not limited to "other continents" such as Africa and South America. Alberta cropland can be the victim of several forms of soil loss and degradation.

The basic concepts applicable to this issue are certainly relevant for elementary students in that they should understand the need for food. A higher level approach is also very appropriate when students are asked to discuss the impacts of man's activities on our future food supply. The issue is a critical one which can be studied in a variety of formats in any classroom.

The following outline is designed to utilize library resources or the Conservation Kit which can be ordered from Agriculture in the Classroom. (See newsletter - page 2.)

#### PROCEDURE

##### Part 1

##### Preparation

1. Collect or identify resources on the topic of soil loss. These may be available through the school or public library or you can order a set from Ag in the Classroom (while quantities last).
2. Some space for project work and display should be set aside in the classroom.
3. Prepare a student/teacher contract using the format supplied in this lesson as a guide.

##### Part 2

##### Introduction

4. Show the students the resources you have collected and ask them "What's the Big Deal?" "Dirts', Dirt Isn't It?"

##### Part 3

##### Task Identification

5. Explain that the purpose of this exercise is to find out why people are concerned about soil loss. Students are to plan a self directed activity that they estimate will take about 3 hours of their time including research time, class time and home work time to complete. Use the form provided to work out a schedule.
6. Provide the students with the list of activity ideas in this lesson but indicate that their creative ideas can be used as well. This may be best done as a class discussion.

##### Part 4

##### Activity

7. Have the students fill in their contract forms. Advanced students should be able to work on this independently.
8. You may wish to offer the option of group or individual format for this activity.
9. Students should be encouraged to share the resources by scheduling use of them at various times of the day or on evening loan.
10. Allow the students the time and space to complete their projects.

##### Part 5

##### Conclusion

11. Refer back to the opening discussion and have the students role play expert witnesses on the issue of soil loss based on the findings of their projects.
12. You may wish to prepare a short presentation and invite the school or other classes to view the projects.
13. Evaluate the projects based on the guidelines of the individual contracts.



## DATA SHEET ONE -- ACTIVITY SUGGESTIONS

1. Prepare a short audio tape on how soil loss has affected Alberta in the last 50 years - or any other soil loss topic.
2. Prepare a full color original cartoon on the topic of soil loss.
3. Construct a model of some effective soil conservation techniques used on farms.
4. Prepare a set of instructions for the care of Alberta farm land.
5. Compare Alberta farming practices to Ethiopian farming practices.
6. Present a short skit on the topic of soil loss.
7. Write a song or poem about soil loss.
8. Design and demonstrate a model cultivator that will not disturb ground cover.
9. Write an editorial article for your local or school newspaper.

## DATA SHEET TWO -- CONTRACT FORMAT

Name \_\_\_\_\_

Project title/Topic \_\_\_\_\_

Purpose \_\_\_\_\_

Equipment needed \_\_\_\_\_

School Subject connection \_\_\_\_\_

Time required \_\_\_\_\_

Results \_\_\_\_\_

(I agree to perform this contract to the best of my ability)

Student(s) Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_



**Come for a ride  
on my hobby hoss.**



**Save our Soil!**



# Agriculture in the Classroom

## *The Agriculture Newsletter for Teachers*

**SUMMER EDITION 1990**

# GETTING BACK TO THE BASICS

## Why Ag in the Classroom?

The first needs of humans or any other organism is food and shelter. With our growing population and declining arable land mass the problem of feeding our population is sure to become a critical issue for the world.

As we move towards a global community, we assume ever more responsibility for our world neighbours. In the past we have shared surplus and technology but as our soil resources are utilized to the limit, we must start now to make informed decisions about our future food supply and the world we live in.

There must be a system established to educate our teachers and leaders so that the future generations

in North America will not squander the critical ability to feed themselves.

America has been settled because of its land and the ability to produce economic food. Today the need is much greater than it was 100 or 200 years ago and that need is increasing daily. As the world demand for more food increases our North American knowledge about what is essential to sustaining the food supply is diminishing. But even more importantly there is apathy and rampant misconceptions about the agriculture industry.

I am not suggesting a course on agriculture as a vocation. However, these issues and more must be

addressed by our Social Studies courses. Existing technologies and future development of technologies must be explored and understood in our Science classes.

The future of our food supply is approaching crisis proportions and this has escalated in the past generation.

Let's provide the future generations with an understanding and improved attitude which will help them to endorse sound strategies for sustaining our food production base.

All of this has been said before. Agriculturists, world leaders and futurists know this is a problem. What we need is a non-romantic  
cont'd on page 2

## AGRICULTURE PROJECT TAKES FIRST PLACE IN SCIENCE FAIR

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Dear Betty Gabert,

In January I wrote to you for help with my science experiment. I set up an experiment to prove that if you grew seeds hydroponically and by conventional methods, the hydroponically grown seeds would give you a far superior plant.

I took first place in the school science fair and went to the regionals.

I received a second place in the grade six experimental category. I also received a first place award from the Alberta Institute of Agrologists.

Thank you very much for all the information and help you gave me.

Yours sincerely,

Jennifer Thwaites  
Edmonton, AB





## THE BASICS cont'd

program that is not geared to the way farming works, rather - what are the elements required to keep our resource base viable.

We must not move too slowly and get caught up in romance and politics while our future generations are being deprived of a simple education which would help them to make the kinds of decisions and to put in place appropriate strategies that will have positive global impacts!

## KIDS ARE INCREDIBLE

After spending all of their time during Agriculture Week in the classrooms of the County of Wheatland, District Agriculturist Scott Meer and County Fieldman Jim Laslo admitted to being "pretty burned out". They had been sharing the story of soil erosion through discussion and a film presentation to grades 5 and 6 students in 14 different classes. While the issue of soil loss is very serious, there is plenty that can be done to conserve this very precious resource. Students responded by participating in the County of Wheatland Soil Conservation Poster/Slogan contest. More than 200 posters were received at the County Office; creating more work for Scott and Jim. But this time they were delighted to reap the rewards of their efforts. The posters are dynamic and creative!

Ag in the Classroom was represented on the panel of judges and we would like to congratulate Scott and Jim on their tremendous effort. As well the cooperating teachers and participating students deserve a gold star for a job well done.

We are unable to reproduce the posters in this newsletter but, here are some of the delightful slogans. Picture these:

1. The idea of soil erosion is growing!
  2. Be Royal to our Soil
  3. It's a Bird, It's a Plane - It's Top Soil
  4. Soil Conservation  
-- from generation to generation
  5. Soil Runs -- if we don't put a leash on it
  6. Go with the flow - let plants grow
  7. Don't let soil creep
  8. Preserve and Protect Our Soil
  9. Keep Soil from Spoil,  
Manure will Do'er
  10. Soil Conservation Gopher IT
- What a tremendous message coming from citizens of the year 2000.

The First Place poster was designed by:

Crystal Oslo  
Brentwood School  
Strathmore, Alberta

It's message read:  
"Reaching Out For Our Soil  
A Decade of Challenge  
Soil provides food and fiber for mankind. It takes hundreds of years for nature to develop rich top soil. Man must take every precaution to conserve this most valuable resource."

The Second Place poster was designed by:

Dallas Kinley  
Rockyford School  
Rockyford, Alberta

It's message read:  
"Shelter Your Crops With a Shelterbelt"

The Third Place poster was designed by:

Loretta Jenner  
Westmount School  
Strathmore, Alberta

The message was:  
"Soil, I'm Begging You Not to Go!"

There was no shortage of humor in this competition - one poster advised:

"Don't be Shy, Strip It"

And as a rap, how's this?  
Yo Farmers!

Don't be fools  
You've got the tools  
Now use your brain  
Don't let our top soil go down the drain.

**Good Work!**

Let's challenge other counties to a creative Ag Week activity for March 1991.

## TEACHER TALK

### SUNDRE STUDENTS DISCOVER FARM LIFE

Brian McConnel, a grade four teacher in Sundre, has added his special touch to the Ag in the Classroom series "Pride in Alberta". He combined his Language Arts and Social Studies curriculums to introduce his students to their first major research project. The assignment took three weeks - starting with the class being divided into groups that were assigned different farm animals to research their roles in agriculture.

During the research phase Brian provided a framework for the activity and suggested through class discussions a variety of approaches to refine the material and prepare for presentation. However, he took a "hands off" position when it came to giving assistance to making decisions as to what should be included in the reports. His strategy was especially effective in demonstrating to the students that there is no absolute right or wrong answers or methods in research.

When I visited the class, they were enthusiastically attacking the assignment. Brian had submitted stories written by his students on Farm Life to the local newspaper for publishing in their special Agriculture Week Feature. This provided tremendous motivation for the students to get right into their tasks.

"Because of it's close fit to the curriculum and the fun activity ideas, the Agriculture in the Classroom lesson plans provided an excellent resource for the unit," commented Brian, "Agriculture is such an important industry in this province and the topic fits in so well with the global perspective of sustainable development (a concept which is seen as a very important consideration for citizens of the future) that I feel an agriculture unit is very relevant for study in both urban and rural schools."

Brian's class will wind up their unit with a visit to a neighbouring farm.

We would like to share the following stories about Farm Life written by the 4A students of Sundre Elementary School. Unfortunately space is not available to print all of them.

by Darrin McKinnon

Richard and I were chasing chickens because Richard left the chicken cage door open and all the chickens had got out. Richard and I had to chase them it was very fun. They have hay bales and the chickens would climb into a hole and sit there till we went by them, they would jump out and we would run after them. Richard and I kept stepping in manure and when I went home I had to take off my shoes outside.

If I had to live on Richards farm I would love it because they have horses. I love to ride horses, Richard has cows and a dog. Richard and I love animals.

I like Richard a lot because we are best friends. I hope that we could move to a farm.

by Andrea Hudec

When I go to my grandpa's farm there is lots of things to do like, play with my cousins, feed the cats and the cows and chase the wild rabbits. I really like the farm. It is so much fun and it is so beautiful.

Once I was walking to see a baby colt and I let him sniff my hand but instead it started sucking on my finger and he just wouldn't let go.

Then one day I wanted to see what a mouse looked like so I asked my uncle if I could see one. So we went outside and we looked for one over a hay bale and we caught it and it was trying to bite my uncle and he was wearing gloves.

It was fun to see all my cousins aunts and uncle's. I like the farm because it is such a beautiful place to go to.

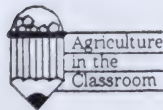
by Kara Morgan

What I like most about the farm is it's very peaceful and there's exciting things to do. There are things like watching the pigs, cows and horses do funny things. I think it is very peaceful on the farm because there isn't very many people yelling and screaming and making alot of noise.

Farms are very fun I think because you can ride horses, or you could play with kittens, cats, puppies and dogs. Or else on a farm you can catch tiny little grey mice and maybe keep them if your parents don't get really freaked out. There are lots of different kinds of animals out in the country like squishy green frogs and toads or mice and a lot of different animals.

## AG IN THE CLASSROOM PROGRAM

Alberta Agriculture  
Education Branch  
J.G. O'Donoghue Building  
2nd Floor, 7000 - 113 Street  
Edmonton, Alberta  
T6H 5T6





# ADOPT-A-CLASSROOM REPORT

We are getting mixed reactions from the participants in our pilot Adopt-a-Classroom Program in spite of a slow start. There are reports of some very creative communications. This is definitely a project for risk taking teachers with a strong pioneering character. It is our belief that it could be a good program.

AITC conducted a limited survey of urban schools to see if there was enough interest in pursuing this project in September. The response was very disappointing. Because the pilot has enjoyed some success, we are offering you all a second chance.

If you would like to see this program expanded please take a few minutes to read the following survey and respond. Remember AITC is as good as you make it!

## SHOULD WE DO IT?

Please help us decide if we should design and coordinate an Adopt a Classroom Program for urban Alberta schools.

### THE "IDEA"

The program resembles a pen pal format between individuals who are active in the agriculture industry and classrooms. The classroom would be paired with one person. These partners would correspond with each other over the course of the school year.

#### The Objectives:

- to create a unique Language Arts experience for school children which involves creative communication.

- to offer urban students direct access to resource people in order to establish an interactive relationship with them.

- to facilitate the understanding of rural life styles and the importance of agriculture and food production amongst urban students.

- to provide teachers with the service of coordinating the matching of partners through the Ag in the Classroom Program.

Agriculture in the Classroom would prepare an outline for this activity. Creative content, such as audio tapes and video tapes or care packages would be encouraged.

#### Survey Directions:

Please answer the following questions and return to Ag in the Classroom.

THANK YOU.

### CLIP AND SEND

1. Would you like more information? yes ☐ no ☐
2. Who of the following would your class like to write to?  
☐ 4-H Member ☐ University Student  
☐ College Student ☐ Farmer  
☐ Other (please specify) \_\_\_\_\_
3. Would you like to have some input on design? yes ☐ no ☐  
Name \_\_\_\_\_  
School Name \_\_\_\_\_  
School Address \_\_\_\_\_  
City \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_  
Grades Taught \_\_\_\_\_

## Resource List

A variety of free resources for your school can be ordered from AITC. For further information write or phone Ag in the Classroom.

# NEW FROM AITC

## Free & Easy Resources



### Soil Conservation Kit #1

An even bigger and better kit has been transformed for your easy use in the classroom.

This is an excellent resource to explore the issues of soil loss.

This kit contains many of the fun articles from last year such as posters, placemats, bookmarks and dust bucks and has been expanded to include several major informational books for use as an activity resource. If you wish a kit order from Ag in the Classroom.

### Classroom Soil Conservation Kit #2

The classroom kit designed to highlight the winning posters from the 1989 Soil Conservation Poster competition is in development stages and will be ready for distribution in September. Kits will include a class set of booklets and a teacher guide. One kit will be sent to all elementary schools in Alberta for the resource room or library. If you wish a kit for your own classroom please order from Ag in the Classroom.

### Space Age Video

When 13 year old Michael has to do a school project on agriculture, futuristic agent AgSci introduces him to the advanced technologies used in the production of crops, animals and food products. Student Michael learns farming has joined the space age with research scientists, computers, robots and satellites all part of the industry. The 12 minute video shows modern agriculture means studying everything -- from planetary weather problems to the microscopic world of gene splitting. The 1990 Alberta Agriculture production is narrated by Rob Christie. For lending information, write Alberta Agriculture Film Library, 7000 - 113 Street, Edmonton, Alberta, T6H 5T6 and quote VT-304.

#### Agriculture In The Classroom Newsletter

**PURPOSE:** To provide Alberta educators with a networking tool containing current information on the agriculture industry and related resources that are available for classroom use.

**EDITOR:** Betty Gabert

**CONTRIBUTORS:** Betty Gabert  
Roberta Mazurenko

**PRODUCTION:** June Gingras

Ag In The Classroom Program  
2nd Floor, 7000 - 113 Street  
Edmonton, Alberta  
T6H 5T6 403-427-2402



# ENRICHMENT ACTIVITY

## FARM TOURS

One of the greatest opportunities for your students and yourself is to take a FARM TOUR in your area. This is a terrific supplement and a great way to end up units you may be teaching.

On request, we will send to you the "Get Ready Go Series" to prepare your students for this tremendous, hands-on experience. These activities will focus your students' interests and increase their knowledge for the tour. Registered hosts are also given guidelines and activities for the tour. These activities will be used to effectively teach about farm life.

The farms listed below are delighted to offer tours to your classroom. Contact them to make arrangements or write to our office for further information. Take advantage of the experiences waiting right in the school's backyard!

### AVAILABLE TOURING SITES:

**Greta Rutland**  
R.R.J. Begians  
R.R. #1  
Carvel, AB  
T0E 0H0  
Ph: 963-2109

25 miles west of Edmonton  
80 acres  
some beef cattle  
instructional session on draft horses  
- care and upkeep  
- driving the team (demonstration only)  
COST: Hayride is available for a small charge.  
Otherwise the tour is free.

**Bruce & Ellen Walton**  
R.R. #4  
Innisfail, AB  
T0M 1A0  
Ph: 227-2488

Grain farm and pets  
2500 acres of farmland  
full time farmers  
COST: Free tour.

**Phyllis Johnson**  
Box 90  
Scandia, AB  
T0J 2Z0  
Ph: 362-3917

Hereford Cow-calf operation  
3 windmills that pump water in the pasture  
COST: Free tour.

**Driftwood Ranch Exotics**  
Box 450  
Beaverlodge, AB  
T0H 0C0  
Ph: 356-3769

Guided tours of animals and birds from all over the world.  
(Including various farm animals.)  
"Ducks Unlimited Project" on the ranch.

Walk along the dam and view the marsh life on your own. (picnic area close by)

Mobile Petting Zoo available for special functions.

Book reservations well in advance.  
COST: Adults \$5.00  
Children \$4.00  
Large Group Rates Available

**Neil Norton**  
Box 775  
Drayton Valley, AB  
T0E 0M0  
Ph: 339-2360

Mixed Farm Operation  
- grain  
- pure bred Simmental cattle  
COST: Free tour.



# Agriculture in the Classroom

CANADIANA  
MAR 11 1991

## The Agriculture Newsletter for Teachers FALL EDITION 1990

# MCCLELLAN APPLAUDS AG INSTITUTE

Alberta's Associate Ag Minister stands firmly behind ag education in schools.

Canada's first-ever Summer Agricultural Education Institute was a "historic occasion" because it marked the start of a movement that will help Albertans to regain a sense of pride in agriculture, says the province's Associate Agriculture Minister.

"Many Albertans are unaware of the importance of agriculture to their daily lives," said the Honorable Shirley McClellan, Associate Minister of Agriculture, at the opening night banquet of the Institute in Lethbridge. "Today's society is far removed from its agricultural roots," she said.

But, when the teachers who attended the Institute are back in class,

they will be able to inform their students and colleagues of the strength and diversity of agriculture in Alberta, said McClellan. "Their potential impact is immense."

McClellan, who has a daughter who is a teacher, added she felt strongly that education with an agricultural component is a must.

"At one function, I was talking to a person who said that agriculture had no impact on him. I replied, 'Did you have dinner tonight?' Agriculture affects all of us."

The Associate Minister said one in four jobs in Alberta is tied to agriculture either directly or

indirectly. The Institute, which will run for at least the next three years, will help young people to understand the impact agriculture has on society, and it will help them to make informed decisions, she said.

McClellan also noted that the hands-on approach of the Institute and the commitment and cooperation of its sponsors and organizers made her feel "pretty good about the continued success of the program."

by Gary Taljit

## AG IN THE CLASSROOM - AHEAD OF ITS TIME!

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I am a Social Studies teacher at the junior high level in a rural area and over the past months I have become very concerned about the environment. Information from television, newspapers, radio, etc. has made it next to impossible to be unaware that not only is our planet in great distress but there are problems in our province and our local communities.

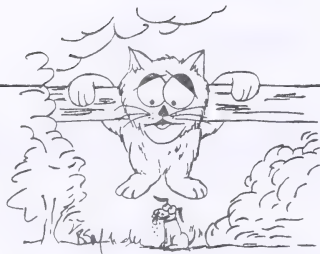
I wanted to do something constructive so I attended the Global Education Conference in Edmonton in April. As I listened to

the various speakers I became determined to come back to my school and home and urge my colleagues and students to "Think globally and act locally."

I have been fairly familiar with the "Ag in the Classroom" materials and as soon as I got back from the seminar I looked through the materials to see if there was anything I could do to fulfill my goal of "empowering" students and teachers. Sure enough, I found

cont'd on page 2





## HANGIN' IN

### A weekend at the institute

The weekend stay with farm families near the Lethbridge area was all too short for many of the teachers at the Summer Agricultural Education Institute.

Their comments at a sharing session indicated that it was a very positive experience. For some, it was the highlight of the Institute. Not only did the teachers learn -- if only briefly -- about life on a farm, they also made friends with their hosts.

Daryl Chichak, a Leduc teacher, said he had the best time of his life as he did chores with his host Tony Machacek, who farms near Taber with his father and brother. "I was even invited back for the Thanksgiving weekend," said Chichak.

In an interview, Machacek said he chose to be a host in order to give "a city teacher the chance to see what goes on behind the scenes on a farm."

Klaas Slomp, who has a dairy and irrigation operation just northwest of Lethbridge, said he was glad to be a host because he supports agricultural education in schools. "I'm aware of the need for a liaison between urban and rural areas. There must be an emphasis on informing people about agriculture."

School principal Tom Zieffle of Bonanza, who billeted with Slomp, said his stay allowed him to realize how large a role mechanization plays

in farming today.

Marilyn Lenz, a Strathmore teacher, added that her farm stay experience was so valuable she would try to get her students billeted on farms also.

However, although the farm stays received many favorable reviews, there was also some criticism. Several teachers said they were concerned that they only visited large and successful farms, rather than struggling ones.

"Maybe what we saw on those farms is unrealistic," said Michael Weisgerber, a graduating University of Lethbridge student, who will teach in Bow Island this fall. But Weisgerber said he also enjoyed his farm stay, and was impressed by his host family's interest in obtaining "teacher insights."

*by Gary Taljit*

## AITC - Ahead of it's time - cont'd

environment activities listed for every grade level in the "Ag in the Classroom" materials. The lesson plans were easy to follow and tied in to the curriculum extremely well. I was delighted to find this wealth of material and pleasantly surprised to know that "Ag in the Classroom" had the foresight to include environmental issues in their materials long before it became socially acceptable to "Think Green".

My dilemma now was, "Which activity do I pick?" I finally selected Activity 26 from the Grade 3 book, "Agriculture and Me" and asked a colleague to try it. This lesson revolved around keeping a garbage log for a week, followed by a discussion of the results at the end of the week. The grade three teacher, Maria Prediger, was very concerned about the environment was delighted to find a well de-

veloped, easy to follow lesson plan available for her to use.

Throughout the week the students kept track of how many bags of garbage were taken out of the house. The totals revealed that seventeen families produced 137 bags of garbage in one week. The highest daily totals were indicated on Mondays, Thursdays and Sundays.

Miss Prediger and her students displayed the results in the form of a large bar graph. Discussion followed and many interesting conclusions were made by the class.

-All students who kept the log, were amazed at how much garbage they produced in a week. Our local landfill site is in danger of being closed and students became painfully aware of why and they became concerned with the future of garbage disposal.

-The term "biodegradable" became a commonly used word as Miss Prediger and students tried to figure out ways of reducing the garbage. The use of styrofoam was analyzed and students were happy to discover that our canteen had reduced styrofoam use.

-The class did some critical thinking and practiced their problem solving skills as they tried to come up with a solution to the problem. Each student agreed to try not to make so much garbage. They looked at their lunches one day at noon and talked about what they throw away. Could they reduce what they throw away? Could some of the items be used again? Students thought sandwich bags and lunch bags, if clean, could be reused. Some students had cloth lunch bags which could be washed and reused but others thought they might lose a cloth lunch bag.

All in all, the activity proved a huge success in terms of making students more environmentally aware. I would encourage all teachers who are concerned about the environment to take a good look at "Ag in the Classroom" materials. They are well written, easy to follow and they make you feel "empowered" to know you are actually doing something to make the world a better place to live.

*by Maria Lentz*

## TEACHER TALK

### HARD WORK WORTH IT

#### *Some comments from Ag Institute participants*

It was lots of hard work, but it was also a fun and valuable learning experience. That's the consensus from the 26 teachers, who completed the agricultural awareness course at the inaugural Summer Agricultural Education Institute held in Lethbridge August 7-17.

"I think it's been super. The amount of information we've got is going to help us be better teachers of agriculture topics," said Maxine Pugh, who teaches Grade 2 in Edgerton.

Marilyn Henry of Milo said she was glad to be in on the first year of the Institute because it made her feel like a "pioneer." The fact that she was able to share experiences and strategies with so many other teachers who were interested in agriculture was a very positive experience, she said.

Several other teachers echoed her sentiments, saying that the camaraderie was one of the more special things at the Institute. "It's been fun to see such a diverse group get together and get along so well," said Calgary teacher Beverley Dunne.

Bruce Wilson, also of Calgary, added that the camaraderie of the group will help the teachers to maintain a network and to share future ideas.

The two-day billets with farm families was also popular. "The weekend billeting was the best. We got hands-on experience and we dealt with people who were involved in the industry and had first-hand expertise," said Mary Kovach of Lomond. "The numerous tours were also tremendous. I can gear my field trips to some of the places I went to. The speakers were also good," she said.

Ardyth Garrison, who teaches Grade 4 in St. Albert, said the resource materials and industry contacts she got were invaluable. But like many others, she found there was very little free time in which to wind down after a long day. "There's so much to do that it's hard to fit everything in, but I can't think of anything I would want to exclude," said Garrison.

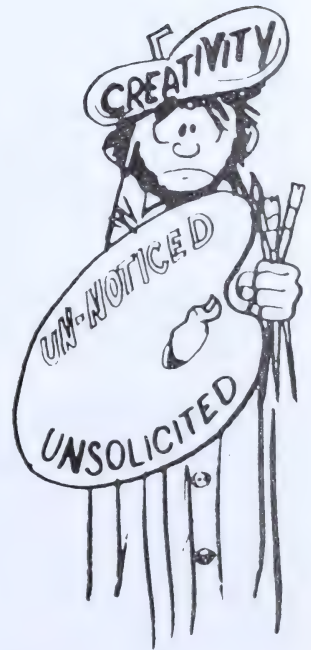
The thing that impressed Doug Smith, a Cardston-area principal, was the support from sponsors in the agricultural industry. They proved they are eager to help in the education of students by backing up the Institute with money and resources, rather than just lip service, said Smith.

Other teachers stressed that they couldn't thank Rick Mrazek, John Calpas and Betty Gabert enough for the work the three did.

Mrazek, a professor in the University of Lethbridge's Faculty of Education, taught the Institute course, which the university designed and credited at a graduate level. In the sharing session to close the Institute, he expressed happiness with the work of the teachers and said he was optimistic for the future success of the course.

Calpas is the agriculture program administrator at Lethbridge Community College, which hosted the 1990 Institute. Among his many duties were the organization of tours and arrangement of meals. Calpas said it was "great" to have a captive audience of teachers who were eager to learn about agriculture.

Gabert, co-ordinator of Alberta Agriculture's Ag in the Classroom program, which helped to initiate the Institute, told the teachers they made her job rewarding and easy. "You make me believe in our dream of having a province-wide network of teachers who will integrate agricultural topics into the school curriculum," she said. AITC will also publish the lesson plans designed by teachers at the Institute.



by Gary Taljit



# NEW FROM AITC

## FAIR IN THE BAG OR, AT LEAST, IN THE HAT

### November kickoff to Ag Ambassador Program

When November rolls around, there's usually more than a little nip in the air, but this year there will also be the Agriculture Ambassador Fair on November 24 for Alberta students in all grade levels.

The Fair, to be held in Medicine Hat, will officially kick off the Ag Ambassador program, which is an extension of the Agricultural Education Institute.

Teachers at the Institute will be at the core of the Ag Ambassador venture, and are encouraged to convince their students and their colleagues' students to submit entries to the fair.

"We would like each teacher from the Institute to get five other teachers to enter at least one student

each in the Ag Fair," said Betty Gabert, co-ordinator of Alberta Agriculture's Ag in the Classroom Program and one of the catalysts behind the Ag Ambassador Program. "The Ag Fair launch will also involve the agriculture industry," added Gabert.

The Ag Ambassador program was designed by Deanna Binder, who did marketing for the 1988 Calgary Winter Olympics.

The main goal of the program, which is sponsored by the Alberta Wheat Pool, is to have Institute trained teachers be resource people. The teachers will share their knowledge with colleagues through in-service sessions and professional development days. They will also have a chance to be involved in a speaker's

circle, whereby they will get support and training to conduct workshops, said Gabert.

Although the Ag Fair will be held in southern Alberta this year, participation from all parts of the province is welcome. As the Institute moves to colleges in Olds, Vermilion, and Fairview in the next several years, the Ag Fair will also shift to those areas.

Agriculture Fair Prize lists is included in this newsletter package. More, are available from Ag in the Classroom. Get involved, enter your students projects in the Ag Ambassador Fair.

For more information on the 1990 Medicine Hat Agricultural Fair, call 427-2402 or write to Ag in the Classroom.

Now Available from ATIC:

Division One  
Agriculture and Me  
Grades 1, 2, & 3.  
Revised edition

Soil Conservation Kit # 2

To receive these resources just  
drop us a line or call 427-2402.



# ENRICHMENT STRATEGIES

## AG FAIRS IN SCHOOLS

### Claresholm teacher shares ideas at Institute workshop.

Getting staff cooperation is one of the most important things in holding a successful agriculture fair, teachers were told at a workshop for the Summer Agricultural Education Institute.

There are always skeptics, who are less than enthusiastic about putting in time and effort into a fair, said speaker Donna MacKay, a special education teacher who has staged ag fairs in her Claresholm school. Logistical problems, such as obtaining the gym or use of the library can also be obstacles. But, the onus is on you to find ways of appealing to other teachers for their support, she said.

You can tell your colleagues the fair is important and will challenge student, but the teachers also have to get something out of it, said MacKay. If teachers are allowed to show off their own creativity, or if they are somehow recognized by school administrators for their efforts, they will be more willing to participate, she added.

"For example, we had a reluctant band teacher, who figured there was nothing in it for him. But, when I told him his students could greet our visitors with music, he was all for it. You just have to find something to appeal to the individual."

Some teachers may also complain that there's no time, but they can be convinced ag fairs are worthwhile if you show them that student projects fit into the curriculum, said MacKay.

As far as student involvement is concerned, the main thing is to generate enthusiasm, she said, noting that the surest way of doing so is to appeal to the emotions.

The three R's -- rewards, recognition and righteousness -- are important in getting students interested. Rewards in the form of ribbons or class points, recognition from peers or parents, and a sense of righteousness (the belief that what they're doing is beneficial) can give students emotional satisfaction and a purpose, she said.

MacKay had several suggestions for teachers to motivate students to do ag projects:

- 1) Go into the past, using such sources as the Guinness Book of World Records, to find out interesting things about food and animals.
- 2) Use the romance approach. For example, have students consider the farmer as an endangered species, whose problems are solvable only if we all work together.
- 3) Look into the future - Have students make predictions about what would happen to agriculture if the land was destroyed.

Students may resist your efforts, but allow them to come up with their own ideas or to bend the rules a bit, said MacKay, citing an incident where some rebellious students did a display showing that "doggie doo" made the best fertilizer.

"I was worried about the reaction it would get, but the public got a laugh out of it. It's imperative that we lighten up once in a while."

MacKay added that ag fairs don't necessarily have to involve the whole school. "It can be as big or as little as you want it."

## AG EXPOSITION HELPFUL

### Teachers get resources and contacts.

Teachers were enthusiastic as they gathered information from more than 30 agribusinesses and government organizations at the mini Agricultural Exposition held August 8 in conjunction with the Summer Agricultural Education Institute.

Many teachers spent several hours talking with the wide range of food and industry exhibitors in the main lobby of Lethbridge Community College. The teachers also got armloads of resource materials such as pamphlets and books.

For Calgary teacher Bruce Wilson, the most important thing was the direct contact made with exhibitors. "I think it's good to get names and phone numbers of people. They may be useful in the future as guest speakers in the classroom."

Marilyn Henry, who teaches in Milo, said that the material she got from the exhibitors would be put into the resource area of her school so that other teachers could access it. "I plan to use this material as much as possible," she added.

Kitscoty teacher, Mooni Sookram said he was surprised that the information resources at the Ag Expo were available to teachers. "Now I know what's available and where to find it. The amazing thing is that it's free."

He added that he was sure much of the resources could be used in the classroom. "We'll just have to go through it and take out what we can use," said Sookram.

by Gary Taljit

by Gary Taljit







# Agriculture in the Classroom

## The Agriculture Newsletter for Teachers

CHRISTMAS EDITION 1990

### Seasons Greetings From Ag in the Classroom

## THE SCOOP ON OLDS AG INSTITUTE '91

It's a fantastic educational experience made possible by generous scholarship funding from United Farmers of Alberta Cooperative! The opportunity to spend 12 days with educators representing all grades, subjects and all regions of Alberta -- Get credit at a graduate level -- And experience hands on learning at its' best -- With all expenses paid.

Almost too good to be true! The teachers who were selected for the '90 Institute in Lethbridge claim it was one of the best courses they have ever taken. Remember application deadline is April 15, 1991. The brochure is in this package.

Hope to see you there!

Here's what they said about Lethbridge '90

- It is exciting to be in the forefront of a vital movement for education in Alberta. It is hard not to catch the enthusiasm of the organizers and the producer and the industry representatives.

- It makes me appreciate the role of the farmer/rancher in the rural setting (not seen in the urban milieu).

- It allows me to become aware of the diversity of agriculture in its many forms and the need/challenge of presenting this to our students.

- Myths are dispelled regarding Agriculture practices.

- Good factual information is given to build on our information base.

- Provides us with a resource base for classroom use.

- Provides us with a human resource network that we can access.

- I truly feel honored to have been accepted to this program. I'm even more pleased that it was the inaugural year and there is always something exciting about being part of the big kick off program.

- Many thanks to UFA, U of L, LCC and AITC.

by Betty Gabert

## ALBERTA BEEF PRODUCTION ENVIRONMENTALLY FRIENDLY

Cattle and beef have been much maligned lately, and haven't deserved the reputation some people have tried to give them says an Alberta Agriculture specialist.

"People who are aren't fully familiar with how beef is produced and who haven't looked at all of the issues which must be considered when assessing the impact of beef production on the environment, have made statements founded on partial truths," says Ross Gould, of the beef, cattle and sheep branch. These partial truths have included:

beef production is inefficient use of resources because of the amount of feed needed per pound of carcass beef; beef production is immoral because their feed would be better used to feed a starving world; and, beef production should be limited because cows produce methane, a greenhouse gas that changes our climate.

Beef production, like all human activity, says Gould, does have an impact on the environment. "Negative aspects, such as methane production have been overblown.

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## HANGIN' IN Creative Graffiti

*You're never alone with  
schizophrenia.*

*Mary had a little lamb and  
boy was she surprised.*

*Alimony is like buying  
hay for a dead cow.*

*I'm trying to arrange my life so  
that I don't ever have to be present.*

*I never used to be able to finish  
anything, but now I .....*

## Alberta Beef - cont'd

Methane from beef cattle does contribute in a very small way to the greenhouse gases. But it's just one source and not a major source. The North American cattle population contributes less than 0.2 percent of greenhouse gases in the atmosphere. Far more critical is the burning of plant and fossil fuels."

At the same time, beef production's positive role in sustainable agriculture has been overlooked, he says. Crop rotation systems with grasses and legumes are one effective way of preventing soil erosion and increasing soil organic matter.

The grass convertor cow also makes more of Alberta's occupied farm land capable of food production. About half, or 23.7 million acres, of Alberta's farm land is in

range, pasture and hay. "Most of this land wouldn't produce food without a ruminant animal to consume the grass," says Gould.

Cattle and other ruminants are different than other meat animals because most of their feed--grass, hay, and straw--are types of plant material non-ruminants, including humans, can't digest. This limits the amount of grain necessary in beef production.

"While it's true the beef production system can take a total of 12 pounds of feed per pound of live beef, the typical finished beef animal in the system will only have consumed 2.2 pounds of that feed as grain. This is because the cow that produced the calf will eat very little grain and the typical finished steer or heifer will be on a high grain diet for about three and half months of its 16 month life," he says.

Feeding cattle grain also affects the taste of beef. Scientists have

proven feeding grain to cattle improves the taste and tenderness of their meat. "These qualities are what the consumers wants, so it's important for marketing the product," he notes.

Some people will still ask, why feed grain to cattle when there's world hunger, he says. "One reason is because humans and cattle basically consume different grains. Human consumption is mostly wheat and rice, while cattle primarily eat barley and corn.

"If there was a high enough human demand for feed quality grains to raise the price to more than double current levels, much less would be fed to cattle. Cattle have always been one way for farmers to realize a return from their grain crops when surpluses depress prices.

by Ross Gould

## NEW FROM AITC

\* To receive these resources  
contact  
Ag in the Classroom

### For New Year Delivery

2 new!! elementary  
handbooks  
Division 1  
and  
Division 2  
Order Yours Now!!

Only a few left !!

Conservation Kit II  
Grades 4 to 6

Full class sets include 1 teacher  
handbook and 25 student booklets.  
Order before we run out.  
They're great!!

### Oldie Goldies

If you have lost, misplaced or have  
never had out handbooks.  
Remember we have wonderful  
Free Resources for YOU.

Write or call Ag in the Classroom  
giving preferred grade and subject.

### Audio Video Resource List

For teaching Agriculture  
Themes.

Now Available!!

## TEACHER TALK

Dear Betty:

Thank you for your assistance with the timing of our entries into the Ag Ambassador School Fair. That made our part of the operation much easier to conduct by being able to send them in later than the advertised entry dates.

My whole school is participating in the Bonanza Ag Fair as a preliminary activity to the provincial meet. I have adopted rules from the Ag Ambassador Fair to minimize conflict between the two activities. I hope that we will have close to 70 entries for the Medicine Hat event.

We have arranged community support for medals and prize money, and the school will provide ribbons. A list of the classes to be entered and the sponsors is enclosed. Donations are in sets of \$10.00. If divided by three, each class gets \$3.00 and one dollar goes to ribbons. If the class is divided by two, each gets \$5.00. The amount isn't much but it helps. Naturally, symbolism and recognition is as important as material reward.

All of our projects will arrive with 'participant' ribbons attached, but no indication of placing for prizes. This might encourage other schools to hold a fair prior to the provincial event. I would ask that the ribbons not be removed, or that if removal is necessary, that they be replaced.

Well, so much for now. I will send what information I have; naming the judges is the last bit of information I need to tidy up. Maybe, today!

Take care.

*Yours truly,  
Thomas H. Zieffle, M. Sc. Principal  
Bonanza School Bonanza, Alberta*

### "Alberta Made" - Stop and Think!

Perhaps you have noticed the label, "Alberta Made" displayed on grocery shelves beside products made in Alberta, but you may not realize its importance to both the producer and you!

Here are some facts to consider:

- \*In 1989, the Alberta food and beverage industry was valued at \$4.8 million.
- \*Alberta's processors employ 14,000 people with an annual payroll of \$400 million.
- \*Food processing is the province's largest manufacturing sector.
- \*Alberta Success Stories include:
  - Sunland Industries
  - Krahn's Homemade Style Dressing
  - Friedl's Homestyle Spaetzels & Noodles
  - Cheemo Perogies

*cont'd on page 4*

### AN AG AMBASSADOR WILL

- be a resource specialist who will have direct access to free resources provided by the Ag in Classroom program and the agriculture industry. These include everything from lesson plans, to audio visual resources to guest speaker lists. The resources are Alberta based and current.
- receive special recognition by their school board and the community.
- share the resources with colleagues and support the use of the program in the schools.
- be invited to attend a special workshop, given by Institute graduates, which will help them to understand and use the program.
- be a part of a network which will encourage sharing of ideas for implementation.
- most of all believe children need to know about the food they eat and a sustainable food system for the future.



## INTRODUCING

### *Ag Institute Alumni and Ambassador Report*

The official beginning of the Agriculture Ambassador Program will be announced in Medicine Hat on November 24th.

It is truly the start of something BIG. We will be devoting this page in every newsletter to report on the progress of our Institute grads and this exciting new program. The goals and objectives are identified in the brochure that is included with this letter. We look forward to having teachers in Region 6 nominated to serve as Agriculture Ambassadors in the new year.

To help share our message of the Ambassador program, we have chosen a wonderful, cuddly, helpful mascot, "Chase". We decided that the wonderful, intelligent, lovable Border Collie who is such an enthusiastic supporter of agriculture activities on the farm has many of the traits of an Ag Ambassador. Watch for Chase's adventures as a dedicated Agriculture Ambassador. He is a graduate of the Summer Ag Institute.

We thought it might be helpful to share with you what an Ambassador will and will not do when they become a part of the program.

### AN AG AMBASSADOR WILL NOT

- be asked to store or sort through irrelevant material.
- be asked to devote very much time to the project, an hour a month should do it.
- be required to operate school wide activities unless they choose to.
- be expected to attend a series of meetings over the year, often only the start up workshop.



## Adopt-A-Classroom Update



Carolyn Jim and her class meet Brenda Eleniak

### TEACHER TALK - cont'd

I attended the Lethbridge Agricultural Institute, sponsored by UFA Cooperative, in August, 1990 and I was astounded to learn some of the facts mentioned above. I was even more impressed to learn about the variety of products produced by Albertans not only in the Southern Alberta region, but all over the province. Producers made it clear, however, that was indeed a challenging task to market these "home grown" products.

Mr. Paul Murphy, president of the Alberta Food Processors Association spoke to me about the role his organization plays in assisting Alberta food and beverage processors.

"Alberta consumers are responding more than ever to the 'Alberta Made' logo", stated Mr. Murphy.

"Alberta Made" refers to an identifying slogan designed to help consumers select Alberta made products. In order for a food and beverage business to legitimately use the logo, the business must utilize at least one Alberta agriculture ingredient.

The Alberta Food Processors Association's main purpose is to act as a marketing arm for its 217 plus members. Through the A.F.P.A., individual companies and products can be effectively marketed under the "Alberta Made" umbrella marketing concept. The A.F.P.A. can give support to "Alberta Made" food and beverage products which must compete against more and more house brands and generic products as well as national and international products.

When asked about some success stories, Mr. Murphy listed several. "Bee Maid" honey is making inroads in the California market. "Cheemo" perogies; "Adrian's Bakery"; "4Crest Foods" and "Friedl's Homemade Spaetzels and Noodles: are successful businesses who have subscribed to the A.F.P.A. and have benefitted from its promotions.

Mr. Murphy informed me that buying "Alberta Made" products benefits many people. It has a "ripple effect". For example, when Cheemo perogies went into production, many other businesses sprang up as a result. Wrapping, boxing, transporting, labelling, and advertising were only some of the steps necessary to bring "Cheemo" to its final place on store shelves. Each activity provides employment for someone else.

Buying "Alberta Made" products also supports fellow Albertans. It strengthens the food and beverage industry in Alberta in its "weekly war" against competitors along with supporting the farming community in general.

Members of the Alberta Food Processors Association are well aware that consumers often make decisions based on price and not necessarily on where a product is produced. However, members think that they all produce a product of quality and value. They attempt to be as competitive as they can and all they ask is, "At least give the local product a try!"

Next time, you're shopping, please stop and think about that "Alberta Made" logo and perhaps give the local product a try. You may be helping yourself as an Albertan, more than you know!

This year Ag in the Classroom has two Adopt-a-Classroom programs running. We have doubled the participation in the 4-H program. The partners have been assigned and we anticipate an exciting year.

A new Adopt-a-Classroom pilot has been initiated between Olds College students and four elementary classes - 2 urban and 2 rural. The program is innovative and challenging. It will culminate with a field day at Olds College where all partners will have an opportunity to share their experiences.

## ENRICHMENT STRATEGIES

Try differentiated learning in your class.

Explore the themes of Food Production with your class. Give your students the option of choosing to work on any of the projects outlined in the Ag Ambassador Fair Prize list that was included with your last newsletter.

Conclude with the class sharing about what they learned.

Lost your prize list?

Not to worry.

Contact Ag In The Classroom for a replacement.

by Maria Lentz

## Lillian Machacek's class writes about agriculture

A farm is were you get your food. They are nice to you. I like farmers. I like animals very, very, very, very very much. I like horsus, caws, bog, cat, pig, bonkey, hens and rooster. I sen a farm did you? farmer grow food for a store.

I like farers very, very, very much. the farers give the store the the food. I think the farm is very neet. wheat is grown on farms. Milk comes form a farm. beef coms form a farm. Pork coms form a farm. eggs coms form a farm. Fruit coms form a farm. All kinds of food coms form a farm.

*BY AMANDA - Grade 2*

A farm has lots of animals and gros stuff

like mud.

And at nite time it is skerey.

Sometimes we tull skerey stores

One day my grampa will buy me and

Shelly a poney and rase it on Shelley

farm.

*BY ASHLY - Grade 2*

### Agriculture In The Classroom Newsletter

**PURPOSE:** To provide Alberta educators with a networking tool containing current information on the agriculture industry and related resources that are available for classroom use.

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Ag In The Classroom Program  
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Edmonton, Alberta  
T6H 5T6 403-427-2402



## Ag in the classroom

Three St. Patrick's School students were recently awarded certificates by the school with regard to agriculture. Following an ag in the classroom workshop held earlier this year, St. Patrick's teacher Lillian Machacek is introducing various agriculture-related contests within the school, with the help of United Farmers of Alberta and the Alberta Wheat Pool.





## CHRISTMAS DRAW!!

### Contest Rules

Send us your class Christmas Wish and

win

an Ag in the Classroom Poochie Puppet.

Draw will be made from all entries on  
December 20, 1990.

### Entry Form

Clip and Send

Our Class Christmas Wish \_\_\_\_\_

School Name \_\_\_\_\_ School Address \_\_\_\_\_

Class \_\_\_\_\_ City/Town \_\_\_\_\_

Teacher \_\_\_\_\_ Postal Code \_\_\_\_\_







